

The Breman Education Center: Sparking Positive Jewish Identities (2023-2024)

Accredited by the Association of Reform Jewish Educators

Judaic Studies Philosophy and Goals

For thousands of years, the Jewish people have lived by the precept of the Torah, “And you shall teach them to your children.” At the Breman Education Center, we seek to assist families in forging the newest link (our children) in the ancient chain of tradition through Judaic and Hebrew studies to spark positive Jewish identities. Our program blends an overview of traditional Jewish studies with the precepts of Reform Judaism. The program is centered on three studies of the Jewish calendar, Torah and the Sacred Texts, the life cycles, theology, *mitzvot* and values, history, liturgy, Israel, Hebrew and Jewish culture. In addition to traditional classroom learning, our Judaica program incorporates family learning, as well as informal learning, into daily studies. While bar or bat mitzvah is typically a milestone along the path of studies at The Temple, it is not an endpoint. Our students are expected to continue through tenth grade. Upon confirmation, students will have acquired the proper skills to continue a lifelong practice of Jewish studies.

Intensive Hebrew Program Philosophy and Goals

In addition to the basic goals of the Sunday morning program, The Breman Education Center program is designed to provide our students with all of the necessary skills needed to participate in and lead prayer services at The Temple. In order to accomplish these goals, Hebrew students are expected to master the following seven skills before their b’nei mitzvah:

- Fluency in Hebrew reading
- Ability to write in block Hebrew letters
- Understanding of prayers
- Knowledge of liturgical structures
- Ability to recite holiday blessings and prayers
- Mastery of the Reform Shabbat prayer service
- Literacy of a variety of basic Hebrew heritage words and modern Hebrew words

Our Mission

Act: We nurture Jewish values and embrace our diversity to actively make a difference in our world.

Connect: We create lifelong relationships and connect God, Israel, and our heritage to the modern world.

Explore: We bring Judaism to life through experiential learning of Torah and rituals, celebrations, and travel.

2023-2024 Program Overview by Subject and Grade

	Holidays	Shabbat	Torah/ Sacred Texts	Life Cycles	Theology	Mitzvot/ Values	History	Liturgy	Israel	Hebrew
<i>Pre-Kindergarten</i>	✓	✓	✓		✓	✓		✓	✓	✓
<i>Kindergarten</i>	✓	✓	✓					✓		✓
<i>First Grade</i>	✓	✓			✓			✓		✓
<i>Second Grade</i>	✓					✓	✓		✓	✓
<i>Third Grade</i>	✓		✓		✓			✓		✓
<i>Fourth Grade</i>	✓	✓		✓		✓		✓		✓
<i>Fifth Grade</i>	✓		✓		✓	✓	✓	✓	✓	✓
<i>Sixth Grade</i>	✓				✓		✓	✓		✓
<i>Seventh Grade (Promises)</i>	✓		✓		✓	✓	✓		✓	✓
<i>Eighth Grade (Journeys)</i>	✓	✓	✓	✓	✓		✓		✓	✓
<i>Ninth Grade (Identity)</i>			✓		✓	✓	✓		✓	✓
<i>Confirmation</i>			✓		✓	✓	✓	✓		

Pre-kindergarten Program

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Holidays	To teach about and celebrate the Jewish calendar	<p>The pre-kindergarten student will:</p> <ul style="list-style-type: none"> ✧ Discuss the idea that we “rest” on Shabbat because God rested on the 7th day of Creation ✧ Learn the items found on the Shabbat table ✧ Learn that Rosh Hashanah is the Birthday of the world and that we eat apples and honey in hopes of a sweet year ✧ Learn that Yom Kippur is a time to say, “I am sorry” ✧ Understand that we eat, sleep, pray, and play in a sukkah because our ancestors lived in sukkot on their journey to Israel ✧ Learn that we make <i>hakafot</i> (parades around The Temple) with the Torah on Simchat Torah to celebrate the start of the yearly reading of the Torah ✧ Hear the story of Chanukah ✧ Learn that we plant trees on Tu B’shvat because it is the “birthday of the trees” ✧ Hear the Purim story and learn about <i>mishloach manot</i> (gift baskets we give to others) ✧ Hear the story of Passover and conduct a small <i>seder</i> ✧ Take part in a celebration of Yom Ha’atzmaut ✧ Learn that Shavuot is a celebration of God’s gift of the Ten Commandments 	<i>Jewish and Me: Holidays</i>

Synagogue	To promote a feeling of comfort in the Temple and an understanding of its Jewish symbols	<p>The pre-kindergarten student will:</p> <ul style="list-style-type: none"> ✧ Be exposed to the following symbols of the synagogue through study and a tour: <i>mezuzah</i>, <i>aron hakodesh</i>, <i>Torah</i>, <i>yad</i>, <i>Choshen</i> (breastplate), <i>keter</i> (crown), <i>rimonim</i> (pomegranates), <i>menorah</i>, <i>ner tamid</i>, <i>siddur</i>, <i>kippah</i>, and <i>tallit</i> ✧ Meet with and understand who the synagogue people are, including the rabbis, cantor, and specialists ✧ Participate in activities in the sanctuary, chapel, music, library, and art rooms ✧ Understand that a synagogue is a place to pray, meet others, celebrate life cycles, and celebrate being Jewish 	<i>Look at Me Series</i>
Basic Hebrew	To introduce basic Modern Hebrew words into students' vocabularies	<p>The pre-kindergarten student will:</p> <ul style="list-style-type: none"> ✧ Understand that Hebrew is the language of our people and that people in Israel speak Hebrew every day ✧ Be exposed to Hebrew colors, seasons, body parts, days of the week, and basic Hebrew expressions ✧ Be exposed to several Hebrew songs and dances ✧ Begin learning to recite the <i>aleph-bet</i> 	
Blessings	To incorporate basic Hebrew blessings into students' lives	<p>The pre-kindergarten student will:</p> <ul style="list-style-type: none"> ✧ Recite the <i>motsi</i> and <i>borei p'ri ha'gafen</i> daily ✧ Sing several prayers regularly, including <i>Shema</i> and <i>Oseh Shalom</i> 	

Kindergarten Program

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Holidays	To teach the symbols, practices, and importance of the Jewish holidays	<p>The kindergarten student will:</p> <ul style="list-style-type: none"> ✧ Understand that Rosh Hashanah and Yom Kippur are very important holidays in Judaism (therefore called “High Holy Days”) ✧ Know that a Yom Kippur is a day for asking for forgiveness from God, friends and family ✧ Learn about the practices of eating apples and honey, blowing the shofar, <i>tashlich</i>, and fasting ✧ Understand the process of <i>t’shuvah</i> (asking forgiveness and promising not to do something bad again) ✧ Know that Sukkot is a fall holiday where we build a sukkah and celebrate in it because our ancestors lived in booths when they left Egypt ✧ Be familiar with the practice of waving the etrog and lulav ✧ Know that on Simchat Torah we read the end of the Torah scroll and roll it back to the beginning to start reading again ✧ Participate in <i>hakafot</i> (parading and dancing around the sanctuary with the Torah) during Simchat Torah (and their consecration service) ✧ Understand that the story of Chanukah happened a long time ago in the land of Israel ✧ Know that Chanukah is called the Festival of Lights because we light candles during its eight days (to remember the legend of the oil that burned 8 days) ✧ Know that there was an ancient Temple in Jerusalem where Jews from all over Israel would come to worship ✧ Know the Maccabees were the leaders of a small army of Jewish soldiers who defeated the 	<i>Let’s Discover the Holidays</i>

		<p>troops of King Antiochus</p> <ul style="list-style-type: none"> ✧ Understand that God made the world and everything in it in six days and rested on the seventh (which is called Shabbat) ✧ Discuss why Shabbat is the most special day of the week ✧ Learn the symbols of Shabbat and its blessings ✧ Know that the story of Purim happened a long time ago in a country far away ✧ Know that the Purim story tells how the Jews of Persia were saved from Haman's plans to destroy them ✧ Be familiar with the role Mordechai and Queen Esther in saving the Jews ✧ Understand that a very long time ago the Jewish people of Israel were made into slaves by the king of Egypt ✧ Know that Moses was chosen by God to free the Israelites from slavery and lead them to Israel ✧ Know that the Passover seder recounts how the Israelites were freed from slavery with God's help ✧ Know that there were 10 plagues ✧ Be familiar with the order of the seder, the symbolic foods, eating of matza, and hiding of the <i>afikoman</i> 	
Torah	To provide an understanding of basic Torah stories	<p>The kindergarten student will hear and discuss the following Torah stories:</p> <ul style="list-style-type: none"> ✧ God and Creation ✧ The Garden of Eden ✧ The Flood ✧ The Tower of Babel ✧ Abram, Sarai and their family ✧ Rebecca and Isaac ✧ Jacob and Esau ✧ Joseph and his brothers ✧ Miriam and Moses 	<i>A Child's Garden of Torah Teach Me Torah</i>

		<ul style="list-style-type: none"> ✧ Moses and Pharaoh ✧ The Plagues ✧ Ruth and Naomi ✧ David and Goliath ✧ Solomon ✧ Jonah ✧ Esther 	
Basic Hebrew	To introduce basic Modern Hebrew words into students' vocabularies	<p>The kindergarten student will:</p> <ul style="list-style-type: none"> ✧ Understand that Hebrew is the language of our people and that people in Israel speak Hebrew every day ✧ Be exposed to Hebrew words and expressions ✧ Learn several Hebrew songs, dances, and games at music and with the <i>Shinshin/it</i> (Israel specialist) ✧ Begin learning to recite the <i>aleph-bet</i> 	
Blessings and liturgy	To introduce basic prayers and blessings into students' lives	<p>The kindergarten student will:</p> <ul style="list-style-type: none"> ✧ Say the <i>motsi and borei p'ri ha'gafen</i> before daily activities and become familiar with the Shabbat candle blessing ✧ Learn to recite <i>Ma Tov u Barchu</i> and <i>Shema</i> through their daily tefilah (prayer) 	

First Grade Program

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Hebrew	To introduce the Hebrew letters and their sounds	<p>The first grade student will:</p> <ul style="list-style-type: none"> ✧ Recognize all twenty-two letters of the Hebrew alphabet, their names and the sounds they make ✧ Learn twenty-two key Hebrew words and their English meanings ✧ Be exposed to additional Hebrew words such as colors, numbers, etc. through lessons with the <i>Shinshin/it</i> (Israel specialist) 	<i>Let's Discover the Aleph Bet</i>
Shabbat and the Jewish Calendar	To teach the rituals, blessings, and symbols associated with Shabbat and the Jewish week	<p>The first grade student will:</p> <ul style="list-style-type: none"> ✧ Be able to explain and use the following High Holiday Hebrew words and symbols: <i>rosh, shanah, tov, shanah tova, shofar, Kol Nidre, sukkah, etrog, lulav, and chag sameach</i> ✧ Know that a Yom Kippur is a day for asking for forgiveness from God, friends and family ✧ Know that when the Jewish people left Egypt, they spent forty years in the desert living in <i>sukkot</i> ✧ Learn that it takes a year to read the Torah from beginning to end ✧ Understand that we end our Torah reading and begin again on <i>Simchat Torah</i> ✧ Be able to explain and use the following Shabbat Hebrew words and symbols: <i>tzedakah, b'racha, Shabbat Shalom, kiddush, motsi, challah, motzei Shabbat, and shavuah tov</i> ✧ Learn Shabbat songs ✧ Become familiar with the characters of the Chanukah and Purim stories: Antiochus, Mattathias, Judah Maccabee, the Maccabees, 	<i>Shana Tovah Series</i>

		<p>Ahashuarus, Vashti, Mordechai, Esther, Haman</p> <ul style="list-style-type: none"> ✧ Discuss the Holy Temple in Jerusalem ✧ Hear the story of Chanukah ✧ Identify the <i>chanukiah</i> as the nine-branched candle-holder and a <i>menorah</i> as a seven-branched candle-holder and the reasons for each ✧ Discuss the following Chanukah, Tu B'shvat and Purim Hebrew words: <i>sevivon</i>, <i>nes gadol haya sham</i>, <i>sufganiot</i>, and <i>latkes</i>), <i>etz</i>, <i>etz chaim</i>, <i>megillah</i>, <i>gragger</i>, <i>oznei haman</i> (<i>hamentashen</i>) ✧ Understand that we celebrate Tu B'shvat as a "birthday of the trees of Israel" ✧ Hear the story of Purim ✧ Be familiar with Purim customs: costumes, carnivals, and <i>mishloach manot</i> (<i>shalach mones</i>) ✧ Discuss and understand the following Passover Hebrew words and concepts: <i>seder</i>, <i>haggadah</i>, <i>matzah</i>, <i>afikomen</i>, <i>maror</i>, <i>charosets</i>, <i>hametz</i>, <i>karpas</i>, <i>Pesach</i>, and <i>avadim</i> (slaves) ✧ Hear the story of Passover ✧ Understand the concept of "<i>avadim ha'yinu l'Pharoah b'Mitzraim</i>" ("Once we were slaves to Pharoah in Egypt") ✧ Discuss that Shavuot is the holiday when we remember all of Israel receiving the Ten Commandments ✧ Learn that we received the Torah and the Ten Commandments on Mt. Sinai 	
The Synagogue	To promote a feeling of comfort in the Temple and an understanding of its Jewish symbols	<p>The first grade student will:</p> <ul style="list-style-type: none"> ✧ Recognize the synagogue as the house or <i>bayit</i> used for three different functions in Jewish life: <i>beit kenesset</i> or community house, <i>beit midrash</i> or house of study, and <i>beit tefillah</i> or house of 	<i>The Aleph Program</i>

		<p>prayer</p> <ul style="list-style-type: none"> ✧ Identify <i>aron hakodesh</i> (ark), <i>ner tamid</i> (Eternal Light), <i>menorah</i>, <i>bema</i>, <i>siddur</i>, <i>kippah</i>, <i>mezuzah</i> and the Torah as parts of the <i>beit keneset</i> (synagogue) ✧ Define Torah as “teaching” or “law” ✧ Identify the special way a Torah is written by a <i>sofer</i> (scribe) ✧ Be familiar with the ornaments adorning a Torah ✧ Be able to explain the following Hebrew words for Synagogue people: <i>rav</i> or <i>rabbi</i>, <i>hazzan</i> or cantor, <i>moreh/morah</i> or teacher ✧ Understand that families are an important part of the synagogue 	
Theology/ Prayer	<p>1) To encourage students to express and explore beliefs in God</p> <p>2) To reinforce basic prayers and blessings through daily activities</p>	<p>The first grade student will:</p> <ul style="list-style-type: none"> ✧ Connect acts of creation and objects of nature with God ✧ Explain that <i>Shabbat</i> is a gift from God and a time to remember and enjoy all of God’s creations ✧ Understand that creating new things from God’s creations is our way of being God’s partner ✧ Be able to recite the <i>Borei P’ri HaGafen</i>, <i>Ma Tovu</i>, <i>Motsi</i>, <i>Shema</i>, <i>Barchu</i>, and the Candle Blessing ✧ Understand the meaning of the <i>Shema</i>, that it reinforces the idea that there is one God, and that it is recited at night and in the morning ✧ Identify that the <i>Shema</i> is found inside the <i>mezuzah</i> ✧ Learn that people are created in God’s image or <i>b’tzelem Elohim</i> ✧ Connect the recitation of prayers with the concept of thanking of God ✧ Learn several Hebrew names for God, including <i>Adonai</i>, <i>Hashem</i>, and <i>Elohim</i> 	<i>Let’s Discover God</i>

		<ul style="list-style-type: none">✧ Discover the concept of promises and agreements with God or <i>brit</i>✧ Learn that we can speak to God anywhere, through prayer or our own words✧ Understand that God created an order for everything in the world	
--	--	---	--

Second Grade

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Hebrew	To obtain the skills needed for learning to read Hebrew	<p>The second grade student will:</p> <ul style="list-style-type: none"> ✧ Learn the sounds of the Hebrew letters and vowels ✧ Be able to blend the vowel and consonant sounds ✧ Begin writing Hebrew letters and vowels ✧ Discuss the meaning of over 25 Hebrew heritage words and be able to recognize many of them in Hebrew 	<i>Shalom Aleph Bet! A Pre-primer for Shalom U'vracha</i>
Mitzvot	To expose students to commanded Jewish concepts and values	<p>The second grade student will:</p> <ul style="list-style-type: none"> ✧ Understand the meaning of the following Hebrew words: <i>tzedakah</i>, <i>mitzvah</i>, <i>mitzvot</i>, <i>bikkur cholim</i> (“visiting the sick”), <i>ma'achil re'evim</i> (“feeding the hungry”), <i>bal tashchit</i> (“saving the earth”, lit. “do not destroy”), <i>derech eretz</i> (“treat people with respect”), <i>s'licha</i> (“excuse me”), <i>todah</i> (“thank you”), <i>b'vakasha</i> (“you’re welcome” or “please”), <i>hachnasat orchim</i> (“welcoming guests”), <i>b'ruchim ha'ba'im</i> (“welcome”), <i>shalom</i>, <i>Shabbat shalom</i>, <i>la'shon</i> (“tongue”), <i>talmud Torah</i> (“Jewish learning”) ✧ Explain that sharing helps others and makes the world a fairer place ✧ Cite ways <i>tzedakah</i> helps others ✧ Describe ways that students and their families can help others ✧ Learn about the prayer <i>Mi Shebeirach</i> ✧ Describe ways they personally can fulfill the mitzvah of <i>bikkur cholim</i> ✧ Become familiar with the story of Naomi and Ruth ✧ Identify ways we can help the hungry 	<i>Let's Discover the Mitzvot</i>

		<ul style="list-style-type: none"> ✧ Practice saving the Earth by putting trash in its place, conserving resources, and recycling ✧ Describe the connection between <i>bal tashchit</i> and Tu B'shvat ✧ Identify ways to show <i>derech eretz</i> or manners/respect ✧ Demonstrate <i>hachnasat orchim</i> to others ✧ Explain that saying certain words can hurt others and that once they are said, they cannot be taken back ✧ Practice reciting the <i>Sh'ma</i> as a way of Jewish learning ✧ Create a Tzedakah Box and a <i>mezuzah</i> ✧ Decorate cards for sick children 	
Israel	To promote a basic knowledge of and a love for the Land of Israel	<p>The second grade student will:</p> <ul style="list-style-type: none"> ✧ Explain why Israel is called the "Jewish homeland" ✧ Achieve a greater comprehension of where Israel is located in relation to where they live and of the size of Israel relative to other places with which they are familiar ✧ Identify the locations of key cities, bodies of water, and regions within Israel ✧ Locate Haifa, Tel Aviv, Jerusalem, Masada, Eilat, the Kinneret, and the Golan Heights on a map of Israel ✧ Describe Haifa as a port city ✧ Identify several products Israel exports ✧ Discuss the sacred and secular roles the Hebrew language plays in Israeli life ✧ Explain the importance of trees in Jewish tradition ✧ Demonstrate an increased knowledge of Hebrew vocabulary ✧ Describe several sites of cultural and historical interest in Israel ✧ Identify Jerusalem as Israel's capital 	<i>The Great Israel Scavenger Hunt</i>

		<ul style="list-style-type: none"> ✧ Name three religions that consider Jerusalem a holy city ✧ Demonstrate an understanding of and appreciation for the mitzvah of seeking peace, <i>rodef shalom</i> ✧ Identify Masada as an ancient fortress ✧ Explain what an archeologist does ✧ Describe what a kibbutz is ✧ Achieve an understanding of Shabbat as an integral part of Israeli life ✧ Identify the Israeli flag and its relationship to a <i>tallit</i> ✧ Demonstrate an understanding of the mitzvah of loving Israel, <i>ahavat Tzion</i> 	
--	--	--	--

Third Grade Program

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Theology	To expand students' theologies and concepts of God	<p>The third grade student will:</p> <ul style="list-style-type: none"> ✧ Discuss the question, "How do we know God is present?" ✧ Learn that God's creations are evidence of God ✧ Understand that a <i>b'racha</i> is one way we talk to God ✧ Describe God in his/her own way ✧ Discuss the question, "Where can we find God?" ✧ Learn that God's presence is everywhere (and we must pay close attention to the world around us to see/feel it) ✧ Understand that humans are created <i>b'tzelem Elohim</i> ("in God's image") ✧ Learn that reaching out and helping others strengthens us and connects us with God ✧ Understand that the Torah is God's instruction book that teaches us how to live ✧ Discuss the unity of God ✧ Discuss God's miracles in the world ✧ Learn that our <i>neschama</i> ("soul") guides our bodies to do the right thing ✧ Explore ways to take care of our souls given to us by God ✧ Learn that observing Shabbat and making <i>shalom</i> are ways of honoring God ✧ Discuss how we pray and types of prayers we can say ✧ Understand that we all make mistakes and God forgives us for our mistakes through <i>t'shuvah</i> ("return" or "repentance") ✧ Learn the three steps of <i>t'shuvah</i>: apologize, turn to God, and change the behavior ✧ Discuss the idea that <i>emunah</i> ("faith") makes us 	<i>Partners with God</i>

		strong	
Hebrew	To teach fluency in Hebrew reading	<p>The third grade student will:</p> <ul style="list-style-type: none"> ✧ Be able to identify the sounds of all Hebrew letters and vowels ✧ Learn to read Hebrew words and basic prayers at a fluent pace ✧ Gain comfort in writing basic Hebrew letters and words in print ✧ Be able to read the Chanukah Blessings and the Four Questions ✧ Know the meaning of and understand the concepts of 25 Hebrew Heritage Words ✧ Understand and apply basic grammar reading rules ✧ Practice basic reading skills on-line at home 	<i>Alef Bet Quest with mobile app</i>
Torah	To read and understand selected stories from the books of Genesis and Exodus	<p>The third grade student will read and discuss important themes of the following Torah stories:</p> <ul style="list-style-type: none"> ✧ The Birth of the World ✧ Good and Evil in the Garden of Eden ✧ My Brother's Keeper ✧ The Man Who Walked with God ✧ The Impossible Tower ✧ Abraham Finds His Way/Abraham Speaks Up ✧ The Sacrifice ✧ Rebecca's Kindness ✧ Twins, Tricks and Trouble ✧ Jacob's Discovery/Jacob's Struggle ✧ The Dreamer/Joseph's Gift/Joseph's Forgiveness ✧ Baby Moses ✧ Moses Stands Before God ✧ Freedom and the Future <p>Students discuss and learn each story through an interactive project-based activity</p>	<i>Teaching Torah The Explorer's Bible</i>

Fourth Grade Program

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Life Cycles	To introduce the customs and rituals associated with the Jewish life cycles	<p>The fourth grade student will:</p> <ul style="list-style-type: none"> ✧ Understand the reason <i>brit milah</i> takes place on the eighth day and its biblical origin ✧ Discuss the symbols of the <i>brit milah</i> ceremony, including Elijah's chair ✧ Be introduced to the Hebrew terms <i>brit</i>, <i>mohel</i>, <i>sandak</i>, <i>k'vater</i> and <i>seudat mitzvah</i> ("festival meal") ✧ Discuss the <i>pidyon ha'ben</i> ceremony ("redemption of the first born") ✧ Understand the importance of Jews giving their children Hebrew names ✧ Discuss the importance of <i>Talmud Torah</i> ("Jewish education") ✧ Learn about the consecration and confirmation ceremonies ✧ Explore the origins and meaning of the bar and bat mitzvah ceremonies ✧ Be introduced to the Hebrew terms <i>aliyah</i>, <i>d'var Torah</i>, <i>d'rash</i>, and <i>minyan</i> ✧ Discuss the responsibilities of becoming bar or bat mitzvah ✧ Understand the difference between the Torah and Haftarah ✧ Discuss the importance of <i>k'lal Yisrael</i> ("All Jewish people everywhere") ✧ Learn about the symbols and ceremonies associated with the Jewish wedding, including <i>chuppah</i>, <i>ketubah</i>, <i>aufruf</i>, <i>aliyah</i>, the seven blessings and the breaking of the glass ✧ Understand the meaning of the Hebrew words associated with the wedding: <i>chatan</i>, <i>kallah</i>, and <i>kiddushin</i> 	(Resource Text: <i>The Journey of a Lifetime</i>)

		<ul style="list-style-type: none"> ✧ Discuss Jewish burial and mourning practices, including <i>chevra kadisha</i> (“the burial society”), “tahara” (“washing of the body”), <i>shmira</i> (“watching of the body”), <i>k’riah</i> (“the tearing of the garment”), <i>El Malei Rachamim</i> (the memorial prayer), <i>shivah</i> practices, <i>kaddish</i>, the period of <i>sheloshim</i>, <i>yartzeit</i>, and <i>yizkor</i> 	
Mitzvot	To expose students to traditional Jewish ritual and practices	<p>The fourth grade student will:</p> <ul style="list-style-type: none"> ✧ Study the mitzvah of observing and remembering Shabbat and its biblical origin ✧ Discuss the 39 forbidding categories of work on Shabbat and that they may be lifted in order to save a human life ✧ Learn the symbols and prayers associated with the Shabbat table ✧ Discuss the mitzvah of hearing the shofar and its origins ✧ Become familiar with the Hebrew terms <i>tekiah</i>, <i>teruah</i>, <i>shevarim</i>, <i>t’kiah g’dolah</i>, and <i>ba’al t’kiah</i> (the person who sounds the shofar) ✧ Learn about the practices of self-denial on Yom Kippur and their origin ✧ Discuss the other Jewish fast days ✧ Study the origin of dwelling in a sukkah on the holiday of Sukkot ✧ Discuss the customs and practices related to dwelling in a sukkah ✧ Learn the basic guidelines for building a sukkah ✧ Study the Jewish calendar and the rituals associated with <i>Rosh Chodesh</i> ✧ Discuss the meaning of <i>Birkat Hamazon</i> and who is required to recite it ✧ Learn the origin of the <i>mezuzah</i>, what is contained in it and the proper way of affixing one to a door ✧ Study the origins of <i>tallit</i> and <i>tefillin</i> ✧ Discuss the proper time to begin laying <i>tefillin</i> and wearing a <i>tallit</i> 	<i>Teaching Mitzvot</i>

		<ul style="list-style-type: none"> ✧ Learn that there are prayers associated with laying <i>tefillin</i> and wearing a <i>tallit</i> ✧ Be given the opportunity to lay <i>tefillin</i> ✧ Create his or her own <i>tallit</i> ✧ Study the origins and basic laws of <i>kashrut</i> ✧ Learn the Yiddish/Hebrew terms <i>fleishig/basari</i>, <i>milchig/chalavi</i>, and <i>pareve/parve</i> ✧ Study the origin and reason for immersing in <i>mikveh</i> ✧ Discuss the idea of the mitzvah of honoring parents 	
Hebrew (including Mid-week studies)	To begin learning the Reform Jewish liturgy	<p>The fourth grade student will:</p> <ul style="list-style-type: none"> ✧ Review the Hebrew letters and vowels, basic reading skills and special reading rules ✧ Learn to read <i>Barchu</i>, <i>Yotzer Or</i>, <i>Shema</i>, <i>V'ahavta</i>, <i>the Shabbat blessings</i>, and <i>Birkat Hamazon</i> ✧ Be exposed to additional <i>brachot</i> including those for <i>yom tov</i> and selected mitzvot and prayers including <i>Mi Chamocha</i> ✧ Master the “Bracha formula” and discuss how a blessing helps us pause to appreciate God’s world ✧ Learn the meaning of and be able to identify Hebrew roots, prefixes and suffixes ✧ Learn key prayer words that help him/her understand the meaning of <i>Barchu</i>, <i>Shema</i>, <i>V'ahavta</i>, <i>the Shabbat blessings</i>, <i>Mi Chamocha</i>, <i>Birkat Hamazon</i>, <i>Yotzer Or</i> and other prayers and blessings 	<i>From Alef to Tav, Let's Get Back to Basics Hineni: Book 1</i>

Fifth Grade Program

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Israel	To teach the history and culture of the Jewish homeland	<p>The fifth grade student will:</p> <ul style="list-style-type: none"> ✧ Be able to locate the main cities, bodies of water, and areas within Israel ✧ Compare historical and modern cities in Israel, especially Jerusalem ✧ Define the word Zionism, discuss its development since the mid-nineteenth century, and how it influenced the creation of the State of Israel ✧ Discuss current events and display an understanding of and appreciation for the mitzvah of seeking peace, <i>rodef shalom</i> ✧ Understand the historical importance of Israel in the Bible and relate it to its importance as a homeland for the continuity of Judaism ✧ Be exposed to the idea of a kibbutz society, grapple with the challenges of kibbutz life, and discuss how kibbutzim aided in the establishment of the State of Israel ✧ Discuss and examine the various religions represented in the modern State of Israel, with a focus on the role of Reform Judaism ✧ Be introduced to several famous Israeli figures and heroes, including Golda Meir, Eliezer ben Yehuda, David Ben Gurion, Theodore Herzl, Yitzhak Rabin, Ilan Ramon, and the current Prime Minister and President ✧ Demonstrate an understanding of the mitzvah of loving Israel, <i>ahavat Tzion</i> ✧ Lead a school celebration of <i>Yom Ha'atzmaut</i> ✧ Discuss the meaning of <i>Hatikva</i> ("the hope") for Jews around the world throughout the ages ✧ Learn about several historical <i>aliyot</i> in order to understand the importance of the Law of Return ✧ Skype regularly with and create connections with a partner 5th grade class in Yokneam, Israel 	<p><i>Welcome to Israel</i> <i>Our Land of Israel</i></p>

Theology/Jewish Values	To teach students to verbalize their understanding of God	<p>The fifth grade student will:</p> <ul style="list-style-type: none"> ✧ Understand that God led us from slavery to freedom to serve God by doing mitzvot ✧ Know that we honor the covenant with God when we obey God's laws and do mitzvot ✧ Be able to explain 3 reasons why Jews do mitzvot: 1) to feel God's presence, 2) to become partners with God in completing the world, and 3) to make the ordinary holy ✧ Become familiar with some of the Jewish prophets and their messages from God ✧ Understand that Jews believe that studying the ancient texts written by the sages helps us hear God's voice ✧ Become familiar with the concept of free will ✧ Understand that <i>tikkun olam</i> is the concept of being God's partner in repairing the world ✧ Explore God's presence in the Jewish holidays and life cycles 	<i>Living as Partners with God</i>
Hebrew (including Mid-week studies)	To continue learning the Reform Jewish liturgy	<p>The fifth grade student will:</p> <ul style="list-style-type: none"> ✧ Briefly review the Hebrew letters and vowels, basic reading skills and special reading rules ✧ Learn to fluently read and understand the meaning of prayers in the Shabbat morning Amidah including <i>Adonai S'fatai, Avot V'Imahot, G'vurot, Kedusha</i> and <i>Prayers for Peace</i> ✧ Read and understand the meaning of other Shabbat morning Amidah prayers including <i>Hoda'ah</i> and <i>V'ahavta</i> ✧ Read and understand the meaning of selected Friday night prayers including <i>L'cha Dodi, V'shamru</i> and <i>Shalom Aleichem</i> ✧ Review all prayers and concepts learned in fourth grade 	<i>Back to School Hebrew Reading Refresher Hineni: Book 2</i>

Sixth Grade Program

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
American Jewish History and Genealogy	To teach students the history of American Judaism through discovering their own family history	<p>The sixth grade student will:</p> <ul style="list-style-type: none"> ✧ Learn about the paths of the Jews who settled in America nearly 350 years ago ✧ Discuss the essential Jewish needs for establishing a Jewish community ✧ Research and discuss his/her own family roots ✧ Discuss immigration, early settlement in America, Jewish life in the early days of America, and famous Americans in history ✧ Learn about Jewish life in Atlanta and The Temple beginning with the 1860s 	
<i>Shoah</i> (Holocaust)	To provide students with an accurate understanding of the Shoah	<p>The sixth grade student will:</p> <ul style="list-style-type: none"> ✧ Understand the word <i>Shoah</i> and why it is used ✧ Trace the rise of antisemitism in Europe in the early twentieth century ✧ Attempt to understand what life was like under the rule of Hitler ✧ Learn about the Nuremberg Laws, Kristallnacht, and other harsh acts during the campaign against the Jews ✧ Discuss forms of Jewish resistance in the ghettos and concentration camps ✧ Understand that there were four types of people in the Holocaust: Victims, Perpetrators, Bystanders, and Rescuers/Helpers ✧ Learn stories of Righteous Gentiles, Chana Senesh, Mordecai Anielewicz and other Jewish and non-Jewish heroes ✧ Gain additional knowledge of the <i>Shoah</i> through age-appropriate films, a visit by a survivor, a trip to the Breman Heritage Museum, and by reading accounts of survivors 	

		<p>of the 10,000 children rescued through the Kindertransport in the late 1930s</p> <p>☆ Adopt and research the story of a child who perished in the <i>Shoah</i></p>	
Hebrew (including Mid-week studies)	To help students understand and master the Shabbat liturgy and the Torah Service.	<p>The sixth grade student will:</p> <p>☆ Learn to fluently read and understand the meaning of the Shabbat morning liturgy, including the Torah and Haftarah blessings</p> <p>☆ Read and understand the meaning of other prayers in the Shabbat morning liturgy, including The Torah service, <i>Aleinu</i> and <i>Kaddish</i></p> <p>☆ Be introduced to the study of Modern Hebrew and will learn basic conversational words and structures</p>	<p><i>Hineni: Book 3</i> <i>The Temple's</i> <i>Preliminary Bar/ Bat Mitzvah</i> <i>Prayer Packet</i></p>

Seventh Grade Program – Promises

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Torah, Mitzvot and Theology	To expand students' knowledge of the Torah, mitzvot and God concepts	<p>The seventh grade student will participate in an in-depth study of key values and mitzvot found in the book of Genesis as they study selected Torah portions through trigger videos, class discussions and other interactive activities.</p> <p style="text-align: center;">Genesis <i>Parshiot</i> and Mitzvot</p> <p>✧ <i>B'raishit</i> – “In God’s image”, <i>Tikkun Olam</i>, <i>Bal Tashchit</i> (Protecting the Earth), names of God, <i>tzedakah</i> and charity</p> <p>✧ Noach – Jewish leadership & <i>Kavod</i> (honor) vs. <i>Busha</i> (embarrassment)</p> <p>✧ <i>Lech L'cha</i> – <i>Kibbud Av v'Em</i> (honoring ones parents), & <i>Ahavat Tzion</i> (Love of Israel)</p> <p>✧ <i>Vayeira</i> – <i>Hachnasat Orchim</i> (Hospitality)</p> <p>✧ <i>Chayei Sarah</i> – “It is not good for man to be alone” and sacred relationships</p> <p>✧ <i>Toldot</i> – <i>Shalom Bayit</i> (Peace in the House)</p> <p>✧ <i>Vayeitzei</i> – struggling with God & <i>Bikkur Cholim</i> (visiting the sick)</p> <p>✧ <i>Vayeishev</i>, <i>Miketz</i> & <i>Vayigash</i> – <i>Rodef Shalom</i> (seeking peace), <i>Shmirat Ha'Briyut</i> (Caring for our bodies), <i>Kashrut</i> (keeping Kosher), <i>Kol Yisrael Aravim Ze B'ze</i> (the importance of community), <i>Talmud Torah</i> (Jewish Study)</p>	<p>✧ Tanach</p> <p>✧ The Sacred Jewish Texts, including Talmud, Midrash, and other works by Jewish sages and thinkers</p> <p><i>Touchstone Text:</i></p> <p>✧ “If I am not for myself, then who will be for me? And if I am only for myself, then what am I? And if not now, when?” –Hillel</p>
Elective Tracks	To connect students with Jewish learning through their own areas of interest	Seventh grade students choose an elective track at the beginning of the year (sports, fine arts, or STEAM) and study selected topics while enhancing their sports or art skills or participate in experiments that reinforce the learning	✧
Peer Learning (<i>Gesher</i>)	To allow our students to learn basic Jewish values from our high school juniors and senior	Seventh grade students meet regularly with Gesher Leaders (a selected group of high school juniors and seniors) to discuss peer pressure and how to find support mechanisms	

Eighth Grade Program – Journeys or Madrichim Course

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Primary Texts</i>
Torah, Life Cycle and Holidays	To expand students' knowledge of the Torah, the Jewish Life Cycle and the Holidays	<p>The eighth grade student will participate in an in-depth study of the Jewish life cycle and the holidays through an exploration of the Israelite's journey to the Promised Land through trigger videos, class discussions and other interactive activities.</p> <ul style="list-style-type: none"> ✧ The Birth of Moses & His Sister Miriam – <i>Brit Milah</i> and Baby Namings ✧ Moses Flees, the Burning Bush, and Moses and Pharoah – Identifying as a Jew ✧ The Parting of the Sea – Miracles ✧ Moses' Father-in-Law – Conversion and Leadership ✧ The 10 Commandments, Marriage, Bar/Bat Mitzvah, & Confirmation ✧ Building the Tabernacle – Building a Jewish Community ✧ The Golden Calf and the 2nd Tablets – Judaism and Repentance ✧ Sacrifices 	<ul style="list-style-type: none"> ✧ Tanach ✧ The Sacred Jewish Texts, including Talmud, Midrash, and other works by Jewish sages and thinkers <p><i>Touchstone Text:</i> “To everything there is a season, and a time to every purpose under the heaven.” –Ecclesiastes 3:1</p>
Peer Learning (Gesher)	To allow our students to learn basic Jewish values from our high school juniors and senior	Eighth grade students meet regularly with Gesher Leaders (a selected group of high school juniors and seniors) to discuss peer pressure and how to find support mechanisms	
Madrichim Course	To teach students the basic skills of Jewish teaching	Eighth grade students have the opportunity to work in a classroom as a teacher's assistant, while simultaneously learning about classroom management, lesson planning, learning differences, and other important classroom skills	

Ninth Grade Program: Identity or Tzadikim Course

<i>Subject</i>	<i>Goal</i>	<i>Objectives</i>	<i>Touchstone Text</i>
Jewish Leadership	To develop our teens' leadership growth through the study of Jewish texts and Jewish leaders throughout history	The ninth grade student will ... (more details coming soon)	"Everyone has a name" –Zelda
Peer Learning (Gesher)	To allow our students to learn basic Jewish values from our high school juniors and senior	Ninth grade students meet regularly with Gesher Leaders (a selected group of high school juniors and seniors) to discuss peer pressure and how to find support mechanisms	

Tzadikim Course	To teach students the basic skills of working with students who learn differently	Ninth grade students have the opportunity to work one-on-one as a shadow to a student who learns differently, work as a classroom advocate for students with differences, or to work in the learning lab with multiple students. Additionally, student further their skills as a Jewish teacher through a Program that includes empathy challenges, text study and other training for working with all students.	
-----------------	---	--	--

Tenth Grade Confirmation Program

<i>Subject</i>	<i>Goals</i>	<i>Objectives</i>	<i>Touchstone and Sacred Texts</i>
God and Spirituality	To explore and wrestle Jewish theologies	<ul style="list-style-type: none"> ☆ The confirmation student will: ☆ Discuss the ways that questioning and wrestling with God are embedded in Judaism ☆ Reflect on whether the belief in God is a requirement for being part of the Jewish community ☆ Learn different theologies that comprise Jewish belief ☆ Discuss how miracles are understood in Jewish tradition ☆ Discuss “why bad things happen to good people” and how evil exists in the world ☆ Learn about Martin Buber and his “I-Thou” theology ☆ Learn about what Judaism teaches about the afterlife ☆ Discuss prayer and spirituality and how that can be incorporated into our lives 	<ul style="list-style-type: none"> ☆ <i>Said he, “Your name shall no longer be Jacob, but Israel, for you have striven with beings divine and human, and have prevailed.” -Genesis 32:29</i> ☆ <i>And God said: ‘Go forth, and stand upon the mount before the LORD. ‘And, behold, the LORD passed by, and a great and strong wind rent the mountains, and broke in pieces the rocks before the LORD; but the LORD was not in the wind; and after the wind an earthquake; but the LORD was not in the earthquake; and after the earthquake a fire; but the LORD was not in the fire; and after the fire a still small voice. -I Kings 19:11-12</i> ☆ <i>There are three events in the world whose keys God did not give to man for his understanding: the key to rain, the key to life/birth, and the key to resurrection of the dead. - Taanit 2a</i> ☆ <i>“Adonai open up my lips that my mouth may declare Your praise” -Psalms 51:15</i>

Subject	Goals	Objectives	Touchstone and Sacred Texts
Jewish Ethics and Living	To understand that Judaism is based on making ethical decisions and learn concepts that will help teens make ethical decisions as they continue to mature	<ul style="list-style-type: none"> ✧ The confirmation student will: ✧ Explore the differences between facts, opinions and ethics ✧ Define ethics ✧ Learn three major Jewish concepts that will guide us in making ethical decisions ✧ Explore the idea of sticking up for other Jews through a video clip about telling Jewish jokes ✧ Explore, discuss and debate three different dilemmas about defending Israel, supporting Jewish causes first, and the need to stick up for other Jews ✧ Discuss the meaning of the quote, “All Israel is responsible for one another,” and the question if our personal ethics should be connected to the Jewish community as a whole. ✧ Watch and discuss a trigger film on saving one life at the expense of another ✧ Learn that Judaism teaches that taking one life is like destroying the world and saving one life is like saving the world ✧ Learn about Jewish views on abortion and organ donation and then will present their findings to the larger group ✧ Debate a life or death Talmudic story/dilemma to transition into the discussion of the touchstone text from Proverbs. ✧ Review the meaning of Lashon Hara and its subcategories. ✧ Discuss how words can have the power of life and death. 	<ul style="list-style-type: none"> ✧ <i>U’vcharta B’chaim - Choose life! - Deuteronomy 30:19</i> ✧ <i>All Israel is responsible for one another – Talmud, Shavuot 39a</i> ✧ <i>...whoever preserves one life is considered by the Torah to have preserved the entire world...” -Sanhedrin 4:5</i> ✧ <i>Death and life are in the power of the tongue... - Proverbs 18:21</i> ✧ <i>So God created the human beings in the divine image, creating them in the image of God, creating them male and female. - Genesis 1:27</i>

<i>Subject</i>	<i>Goals</i>	<i>Objectives</i>	<i>Touchstone and Sacred Texts</i>
Israel Advocacy	<p>To understand why we as Jews should advocate for Israel and that anti-Israel rhetoric is a form of antisemitism</p> <p>To gain a basic understanding of the Israeli-Palestinian Conflict</p> <p>To learn about the BDS Movement and what it teaches</p> <p>To learn how to advocate for Israel</p>	<p>The confirmation student will:</p> <ul style="list-style-type: none"> ✧ Discuss the growth of antisemitism in American and around the world ✧ Share their comfort level in showing their Jewish pride through clothes and symbols ✧ Learn about the “New Antisemitism” as labeled by Natan Sharansky and how to identify it ✧ Watch a brief overview of the Israeli-Palestinian Situation ✧ Learn basic facts about the BDS Movement and discuss key points against it. ✧ Students will brainstorm how to advocate for Israel. 	<p>✧ <i>“As a Jew I am aware of how important the existence of Israel is for the survival of us all. And because I am proud of being Jewish, I am worried by the growing anti-Semitism and anti-Zionism in the world.” -Steven Spielberg</i></p>